UNIT 12
Weather and Climate
Teacher’s Notes

Cycle B presents 12 weather forms. The lessons for this unit can be used often throughout the year. Students will learn the weather words as well as the sentence patterns. Cycle B includes Student Support Materials (SSM) which include images, mini-pictures, vocabulary word cards, student activity sheets, assessments, and unit’s sentence and dialog. You can use these resources with the suggested lessons or others you may have. The vocabulary pictures, mini-pictures, and vocabulary word cards will continue to be useful in the weather unit in Cycles C through Advanced C. Encourage students to listen to the audio recording of a fluent speaker saying he words, sentence and dialog. Talking about the weather is something that we all do often. Being able to talk with elders or other students about the weather is a fun and rewarding way to practice Tlingit.

Vocabulary Cycle B

awdigaan  it is sunny
aawagéet  it is slushy/wet snow
kulidás’  it is hailing
kukawduwayél’  it is calm
kukawdlixwán  it is frosty
kuliséixjaa  it is misty
kushix’il’  it is icy
kawdixaak  it is dry
kuwax’úk  it is humid
kuwak’éi  it is fair
kulis’éikjaa  it is smoggy
tlél tlax kooshk’éi  it is mild

Unit’s Sentence

Wéit wáa sá kuwatee?
How is the weather there?

Unit’s Dialog

(a)  Wéit wáa sá kuwatee?
How is the weather there?

(b)  Yáat __________________.
It is _______________ here.

(a)  Yáat tsú _______________.
It is _______________ here too.
Teacher’s Notes

Cycle C introduces verbs to be used with the nouns presented in Cycle B. The focus is oral language development. The phrases in this lesson are in the future tense. You can talk with students about what the weather will be like tomorrow or next week. Use the photos from Cycle B, SSM as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. If students learn the material quickly, go forward to the next cycle. The advanced cycles add new phrases that build on the theme “weather.”

Vocabulary Cycle C

Yei agaxdáagan. It will be sunny.
Kei kuguxlagóos’. It will be cloudy.
Dleit daak guxsatáan. It will snow.
Séew daak guxsatáan. It will rain.

Teacher’s Notes

Four more phrases are introduced here to be used with the weather words. You can ask questions about the weather using this question, Awdigaan ágé kach’u koowdigwás’?: Is it sunny or foggy?, and substitute all the different weather forms. Use the suggested lessons to teach these sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. Students can become familiar with the pronunciation, rhythm, and cadence of the language.

Vocabulary Cycle A Advanced

Awdigaan ágé kach’u koowdigwás’?: Is it sunny or foggy?
________________________x’ wáa sá kuwatee? How is the weather in______________________?

Yeis kutéeyi. Fall weather.
Táakw kutéeyi. Winter weather.
Teacher’s Notes

Descriptions of weather conditions build upon the basic vocabulary terms from previous cycles. Use the SSM and the lessons to give students practice and repetition. The basic vocabulary, such as séew and kadás’, will be familiar to students. Comments about the weather can be made throughout the year and do not need to be limited to the weather unit. Encourage students to listen to the audio recording of a fluent speaker talking about the weather.

Teacher’s Notes

Cycle C Advanced gives sample sentences students can use in their own writing. The weather descriptions are included in the verb form. You will not be able to translate word for word. You are encouraged to use these descriptive phrases with the students when they are relevant. Students can take turns giving weather reports each day. You can easily substitute another number in this sentence, Daxadooshú yagiyyee shunaaxéex aagáa daak wusitani yé: It has been raining for seven days.

Vocabulary Cycle B Advanced

Kadós’ yá yagiyyee digéix. The hail today was large.
Tél xateen yaa kugáas’ch. I can’t see because of the fog.
Séew kudzidéin daak wusitán. The rain is falling hard.
Xeitl ligaaw. The thunder was loud.

Vocabulary Cycle C Advanced

Daxadooshú yagiyyee shunaaxéex aagáa daak wusitani yé. It has been raining for seven days.
Góos’ tóonáx ayatéen. She sees it through the clouds.
Xeitl neech káa yée nateech xóon wudunoogú. Foam is on the beach when the north wind blows.
Aashashxáaw taakw.eetíx’ haax kalyeech. The dragonflies come in the summer time.
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Review the unit’s vocabulary.</th>
</tr>
</thead>
</table>
| **Basic Listening** | 1. Mini Pictures  
2. Searchlight |
| **Basic Speaking** | 3. Actions!  
4. Out of Order  
5. Over/Under |

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>Review the unit’s vocabulary.</th>
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</table>
| **Basic Listening** | 1. Numbered Illustrations  
2. Sticky Foot |
| **Basic Speaking** | 3. Disappearing Illustrations  
4. What’s That Word?  
5. Flashlight Name |

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Introduce the unit’s sentence.</th>
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</table>
| **Basic Listening** | 1. Right or Wrong?  
2. Visual Memory |
| **Basic Speaking** | 3. Calendar Bingo  
4. Colored Words  
5. Number Draw |

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<thead>
<tr>
<th>Lesson 4</th>
<th>Review the unit’s sentence.</th>
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</thead>
</table>
| **Basic Listening** | 1. Turn and Face  
2. Matching Halves |
| **Basic Speaking** | 3. Disappearing Illustrations  
4. What’s That Word?  
5. Flashlight Name |

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<thead>
<tr>
<th>Lesson 5</th>
<th>Review the unit’s vocabulary.</th>
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</thead>
</table>
| **Basic Listening** | 1. Back to Back Race  
2. Airplane Land |
| **Basic Speaking** | 3. Sheet Golf  
4. Disappearing Illustrations  
5. What’s That Word? |

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>Review the unit’s vocabulary.</th>
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</table>
| **Basic Writing** | 1. Numbered Illustrations  
2. Flour Writing  
3. Crayon Resist  
4. Syllable Time  
5. Use the Student Support Materials |

See Appendix III for lesson instructions.
Lesson 7
Review the unit’s vocabulary.

Basic Reading - Sight
1. Pass the Lifesaver
2. Deal!
3. Circle of Words
4. Tissue Grab
5. Use the Student Support Materials

Lesson 8
Review the unit’s vocabulary.

Basic Reading - Encoding
1. Word Change
2. Back Match
3. Find the Parts
4. Letter Encode
5. Use the Student Support Materials

Lesson 9
Review the unit’s vocabulary.

Basic Writing
1. Yarn Spell
2. What’s Missing?
3. Writing Relay
4. CV Spell
5. Use the Student Support Materials

Lesson 10
Administer the unit’s assessment.
1. Practice the unit’s dialog with the students.
2. Have the students do online research into bird tracks of common birds found in Southeast Alaska. The students should copy the tracks onto paper. Later, lay a length of mural paper on the floor or table. The students should then copy their tracks onto the mural paper, filling it. When finished, point to a track and have the students identify it by its bird type. Afterwards, have the students label their tracks.
1. Fill in the blanks to complete the sentences below.

Daxadooshú yagiye shunaaxéex aagáa _____________________ yé.

It has been ________________________________ for seven days

_________________________________________ taakw.eetíx’ haax kalyeech.

The _________________________________ come in the summer time.

2. Use vocabulary words and phrases from the previous cycles to rewrite the sentence. Include the translation for your new sentence.

Xeül neech káa yéi nateech xóon wudunoogú. Foam is on the beach when the north wind blows.

_________________________________________

_________________________________________

_________________________________________

_________________________________________
3. Tie the sentences together by rewriting a portion of the sentence or by writing sentences between them to connect them to each other.

Góos’ tóonáx ayatéen. She sees it through the clouds.

Aashashxáaw taakw.eetíx’ haax kalyeech. The dragonflies come in the summer time.

4. Use one of the sentences below write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

Daxadooshú yagiyyee shunaaxéeex aagáa daak wusitani yé. It has been raining for seven days.

Xeil neech káa yéi nateech xóon wudunoogú. Foam is on the beach when the north wind blows.
VOCABULARY

PICTURES
awdigaan
it is sunny
aawagéet
it is slushy/wet snow
kulidás’

it is hailing
kukawduwayél’
   it is calm
kukawdlixwán
it is frosty
kuliséixjaa
it is misty
kushix’íl’
  it is icy
kawdixaaq
it is dry
kuwax’úk
it is humid
kuwak’éi
it is fair
kulis’éikjaa
it is smoggy
tlél tlax kooshk’éi
it is mild
BASIC LISTENING
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.
Listen to the vocabulary words. Write the numbers under the pictures.
BASIC READING

Sight Recognition
aawagéet

awdigaan

kulidás’
kukawduwayél’

tlél tlax kooshk’éi

kukawdlixwán
kulíséixjaak

kushix'íl

kawdixaaak
Circle the word for each picture.
Circle the word for each picture.
Write the words from this unit in the boxes in horizontal, vertical, or diagonal forms. When all of the words are in the form, fill the other boxes with any letters. Exchange Word Finds with another student and circle the words in them.

Homemade Word Find
Cut out the word parts and glue them into the words.

awdi________n
aaw________t
kul________
kuka________ayél’
kuka________wán
kuli________jaa
kus________l’
kaw________ak
kuw________
kuwa________
kulis’________aa
tlél tlax________hk’éi

wduw    séix    éikj    wdlix
ax’úk    gaa    dixa    agée
idás’    hix’í    koos    k’éi
Cut out the letters and spell the word for the picture.

w g i a
a d n a
Complete the words by writing in the missing letters.

a _ di _ aa _
aa _ ag _ e _
ku _ id _'
ku _ aw _ uwa _ él'
ku _ _ wdli _ wán
kuli _ éix _ aa
_ us _ ix’í _
ka _ di _ ak
k _ wa _’ úk
k _ w _ k’é _
kul _ s’é _ kj _
tl _ l tl _ x k _ shk’ i
Write the correct vocabulary word next to each picture.

__________  __________

__________  __________

__________  __________

__________  __________

__________  __________

__________  __________

__________  __________

__________  __________
DIALOG ACTIVITY PAGE
Cut out the words below. Listen for which word(s) to put in the spaces in the dialog. Read the dialog as a group or in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

(a) Wéit wáa sá kuwatee?
(b) Yáat
(a) Yáat tsú

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<td>kuwa'k'íi</td>
<td>aawgéet</td>
<td>tlé'l tlax koosh'íí</td>
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UNIT ASSESSMENT
Provide each student with a copy of the students’ pages. Read the following questions; the students answer the questions on their copies of the assessment.

**Basic Listening**

“Turn to page 1 in your test. Look at the pictures in the boxes.”

1. “Write the number 1 on top of the picture of awdigaan.”
2. “Write the number 2 on top of the picture of aawagéét.”
3. “Write the number 3 on top of the picture of kulidás’.”
4. “Write the number 4 on top of the picture of kukawduwayél’.”
5. “Write the number 5 on top of the picture of kukawdlixwán.”
6. “Write the number 6 on top of the picture of kuliséixjaa.”
7. “Write the number 7 on top of the picture of kushix’il’.”
8. “Write the number 8 on top of the picture of kawdixaak.”
9. “Write the number 9 on top of the picture of kuwax’úk.”
10. “Write the number 10 on top of the picture of kuwak’él.”
11. “Write the number 11 on top of the picture of kulis’éikjaa.”
12. “Write the number 12 on top of the picture of tlél tlax kooshk’él.”

**Sight Recognition**

“Turn to page 3 in your test.”

“Look at the pictures in the boxes. Circle the word for each picture.”

**Decoding/Encoding**

“Turn to page 5 in your test.”

“Look at the word parts in the boxes. Circle the other half or part of each word.”

**Basic Writing**

“Turn to page 7 in your test.”

“Look at the pictures in the boxes. Write the word for each picture.”
Teacher: To get a percentage for this student's assessment:

divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.
Circle the word for each picture.

awdigaan
aawágéét
kulidás'
kukawduwayél'
kukawdlixwán
kuliséixjaa
kushix’íl'
kawdixaak
kuwax'úk
kuwak’éi
kulis'éik jaa
tléí tlax
kooshk’éi

awdigaan
aawágéét
kulidás'
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kushix’íl'
kawdixaak
kuwax'úk
kuwak’éi
kulis’éik jaa
tléí tlax
kooshk’éi
Circle the word for each picture.

awdigaan
aawagéet
kulidás’
kukawduwayél’
kukawdlixwán
kuliséixjaa
kushix’íl’
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